DOCUMENT RESUME

ED 286 862 SP 029 429

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TITLE Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education.
PUB DATE [87]
NOTE 34p.; Some tables contain small print.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Choice; Career Education; *Educational Cooperation; Higher Education; *Minority Group Teachers; *School Districts; *Schools of Education; Secondary Education; *Teacher Recruitment
IDENTIFIERS *Educators 2000 Project; Louisiana

ABSTRACT

A review of national trends shows that American schools will face serious teacher shortages beginning in the late 1980s and extending through the turn of the century. The Educators 2000 Project is a cooperative effort among several Louisiana Universities, the Urban League, and the Orleans Parish Public Schools (Louisiana) that focuses on the recruitment of students into education careers. Minority teacher recruitment is a particular concern of the project, which has targeted inner-city, minority youngsters with an interest in teaching or other education careers. Educators 2000 seeks to attract potential teachers by making teaching an attractive and viable career option. It also provides early and continuous reinforcement to students interested in an education career through the establishment of Educators 2000 clubs at schools, with sponsorship by a local college or university. College students are eligible to participate in Educators 2000 projects that encourage involvement, learning, and commitment to education professions. (CB)

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ED286862

Educators 2000: A Joint Effort to Recruit Minorities into Teacher Education

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SP 029 429

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THE NEED FOR TEACHER RECRUITMENT

National Trends and the Teacher Shortage

It is projected that America's schools will face serious teacher shortages beginning in the late 1980's and extending through the turn of the century. Currently there are significant shortages in science, mathematics and special education. Factors identified as germane to the predicted shortages include population trends, declines in teacher education program enrollments, higher levels of professional attrition due to burnout and dissatisfaction, public preceptions of a teacher surplus, and the retirement of teachers hired during a 1959-63 baby boom era. Statistics on teacher demand and supply from 1978 to 1987 reflect the following trends (Plisko, 1984) are presented in Table 1. The average number of teachers needed each year will increase from 129,000 additional per year between 1978-82 to 185,000 additional annually between 1988-92. (Plisko, 1984). The National Center for Education Statistics (Plisko & Steen, 1985) estimates that one million new teachers will be needed between 1989 and 1993.

Place Table 1 about here

Plisko (1984) indicated that the school enrollment decline which began in the 1970's will begin to reverse after 1985. From this point the gradual increase in the school-age population will result in a 1992 projected enrollment of 46.4 million, a 4 percent increase over the 1982 enrollment level. The projected enrollment trends will vary by level. Lower grade enrollment (grades 1 to 8) began increasing in 1986 and is expected to increase to 34.1 million by 1992, an 11% increase over 1982 levels. By contrast, enrollment in secondary schools (grades 9-12) is expected to continue to decline into the next decade with 1992 enrollments totaling 12.3 million, a 12% decrease from 1982. Preprimary enrollment (nursery schools and kindergartens) since 1970 has and will continue to increase, reaching 7.0 million by 1992. This represents a 28% increase in preprimary enrollment during the decade between 1982 and 1992. The entrance of the 1950's Baby Boomers' children into the schools is cited as a major factor in this

wave of enrollment which has recently hit the preschools and elementary schools in the mid 1980's (Time, 1985).

Population trends suggest that the Sunbelt and the western states can be expected to experience the largest increases in schol enrollment (Gosman, 1985; Time, 1985). Migration from northern states and immigration from Third World and Central American countries are cited as contributing to the increasing enrollment in these geographic areas. Projections also suggest that there will be significant increases in the relative sizes of minority groups in the United States. Blacks are expected to increase from 11.7% to 14% of the total population, Hispanics from 6.4% to 14.7%, Asians from 1.5% to 5% and Native Americans from .6% to 1% (American Council on Education, 1983).

While increasing school enrollments represent one factor in the present and projected teacher shortages, other factors are also salient. Among these are:

a) natural attrition due to death and retirement

b) higher levels of attrition due to increased number of teachers leaving the profession

c) declining numbers of education majors and graduates.

Enrollments in colleges of education began to decline after 1973 and have continued this trend into the 1980's (Gosman, 1985). Between 1972 and 1980 teacher education program enrollments decreased by more than 50% with 41% and 51% declines in elementary and secondary majors, respectively. During the decade between 1970 and 1980 there was a 38.7% decline in baccalaureate degrees awarded in education (Grosman, 1985, p.42). National Center for Education Statistics 1984 data reveal a 52% decline in bachelor's degrees in education between 1976 and 1983 (Education Week, 1986).

It contrast to 1972-73 when 38% of all undergraduates were in teacher education, only 12% of all baccalaureate degrees awarded in 1982 were in education (Gosman 1985, p.46). Between 1970 and 1982 there was a 14.6% decline (p.49) in the number of freshmen indicating teaching as a probable career (19.3 percent in 1970 to 4.7% in 1982).

Given these trends it is expected that the ratio of supply to demand will move from the 1982 equilibrium point (1.00) to "moderate to severe" (.66 supply to demand) teacher shortage by 1992 (Gosman, 1985, pp. 43-45). By 1992 we will have 2,229,000 public and 325,000 private school teaching positions (Gosman, 1985). According to Gosman (1985) the teacher shortage will be greatest in inner city and rural areas and in western and Sunbelt states. Subject areas experiencing and projected to experience largest defecits are science, mathematics, special education, data processing, industrial arts and vocational education. Factors such as improved teacher/pupil ratios, expanded services to special education students, increased emphasis on technology and vocational training may also contribute to even greater teacher demands.

Minority Teachers - Trends and Issues

It is important that there is an adequate supply of minority educators for the nation's schools and it is urgent that minority educators are available in urban systems which are generally characterized by increasingly high concentrations of minority youngsters. Minority professional in America's urban school systems serve as role

models for minority children. They reinforce the viability of education as an accessible career path and as a route to upward mobility for lower socio-economic level children. In availability of a representative number of minority educators is critical because they are usually the professional role models having the earliest and not prolonged contact with young children. Minority educators have also been most interested in tackling the problems and challenges of urban education and accordingly provide a dedicated and competent work force in areas most profoundly affected by teacher shortages. Minority teachers in predominantly white systems may encourage interracial acceptance and understanding.

Though the statistos vary slightly depending on their source, there has been a decline in the number of minority teachers over the past decade. For example, in 1974 12.5% of the nation's teachers were Black, by 1983 the percentage of all minority teachers had declined to 11% (ERIC, 1986). Other statistics suggest even lower levels for minority representation. Grant and Snyder (1983) reported that in 1981 only 7.8% of public schools teachers were Black, a decline over previous years. The National Commission for Excellence in Teacher Education reports that while

minorities currently comprise 12.5% of the elementary and secondary teachers, we can expect this ratio to drop to about 5% by 1990 (Winkler, 1985). In general agreement are the findings of Goertz and Pitcher (1984) which estimate that by 2000 only 5% of the nation's teachers will be Black although 53 major metropolitan areas will have predominately non-white school populations. By 1990 it is estimated that 30% of the public school population will be comprimised of minority students (Kortokrax - Clark 1986-87).

The decline in the number of minority teachers is due in large part to the decreasing minority enrollment in and graduation from the teacher education programs. The decrease in the number of students in teacher education is a function of both lower levels of college enrollment among minorities and decreased interest in education as a career. Research suggest that though there have been recent increases in the proportion of minority youth completing high schools, there have not been corresponding gains in college enrollment. Kortorax - Clark (1986-87) indicates that between 1975 and 1982 college enrollment for Blacks declined 11% and that for Hispanics by 16% even though the number of high school graduates for this period increased 30% and 38%, respectively. The declining interest in

education careers is evidenced by decreasing numbers and proportions of Black college graduates awarded degrees in education. Bachelors degrees awarded in Education declined from 24% of the total of Black graduates in 1976 to 16% in 1981 (Garibaldi, 1986). According to the National Center for Educational Statistics, while the proportion of Black graduate degrees awarded in Education is much higher than that for undergraduates, declines in the proportion of masters and doctoral degrees in education awarded to Blacks were also reported for the period between 1976 and 1983. Master's degrees in education dropped from 61% of all Black masters degrees to 50% and doctorates from 55% to 40% (Garibaldi, 1986).

Reed (1986) suggests that the minority teacher shortage is exacerbated by the system of "screens" for entrance into the profession. Currently, tests for entry into preservice training are required by 29 states for entrance and by 16 for continued enrollment; satisfactory test performs at the completion of the training program is required by 35 states (Pipho, 1986). The impact of competency testing on the availability of Black teachers cannot be ignored. Unless changes in the Black "pass-rate" on the screening test

occur, Anrig (1986) predicts that by 2000 the representation of minority teachers may drop from the current 12% to 6%.

NTE performance between 1982 and 1984 (Zigler, 1985) show Black and Hispanic rates of acceptable (passsing level) performance to be significantly lower than those for whites. (See Table 2).

Place Table 2 about here

Mercer (1984) indicates that pretraining requirements such as a minimum SAT scores also restrict the acceptance of minority students into teacher education programs. He suggest that alternative admissions criteria such as past accomplishments, success related variables, the Ford Foundation's Value-Added Model, and a competencies/ assessment mastery model be considered. Given this information, efforts to maintain or increase the number of minority teachers in our schools cannot ignore the impact of their poor test performance on entrance into professional training and certification.

Louisiana Declines in Minority Teacher Production

A State Example:

The Garibaldi report (1986) shows that there has been a persistent decline in the number of baccalaureat degrees in education awarded in Louisiana over the past decade. Even given that the overall enrollments in higher education have declined as the Baby Boom youth exit our nations colleges, the declines in education have been disproportionate both nationally and at the state level. In Louisiana between 1976-77 and 1982-83 the total number of education degrees dropped from 3386 to 1864, a 45% decrease. During that period the number of Blacks earning education degrees dropped from 29% (938 in 1976-77) of all education degrees awarded in the state to 19% (361 in 1982-83). The statistics suggest that over this seven year period fewer students have earned education degrees and that fewer of this reduced number were Black. Further evidence of the disproportional decline of Black teachers in the Louisiana pool is the decreasing percentages of Blacks taking the NTE which is required for certification. According to Garibali (1986) the percentage of Blacks taking the exam dropped from 24% in 1978-79 to 15.1% in 1981-82. Differential pass rates

by race for the 1978-83 period provide an even bleaker picture of Black representation in Louisiana's future teaching force. During that period the Black pass rate was 7.8% while the white pass rate was 77.4% and the overall pase rate 65.3%. Kanchak (1984) reports that since 1978 when competency testing was mandated in Louisiana, the pass rate for Black students has been 15% compared to the 78% rate for whites.

Unless current trends are revised America's schools will soon face very serious teacher shortages. Further, the representation of minority group teachers among those available will be substantally and disproportionately reduced. Expanded efforts in teacher recruitment are one means of approaching this problem.

A REVIEW OF PROGRAMS FOR TEACHER RECRUITMENT

Colleges of education across the country are recognizing the need for the recruitment of both majority and minority students. Prospective teachers at the pre-college, college and graduate levels have been targeted. The programs differ with respect to the age on level of the groups targeted and organization. Most programs are sponsored by Colleges of Education and are intended to move

colleges graduates, college students, or high school juniors and seniors into teacher training programs. Kortokrax-Clark (1986-87) describes a multi-strategy plan developed for minority recruitment at Bowling Green State University. The plan's short-term objectives include the provision of scholarships; initiation of a publicity effort focusing on positive aspects of teaching and on the College of Education program; involvement of high school students in programs designed to provide an orientation to the University and College; involvement of key (influential) University and community leaders; and direct contact with students indicating an interest in teaching. Long term tactics address working for legislative support for enrollment in teacher education programs; increasing minority faculty and staff representation; developing an early identification program for high school students; and supporting the emerging Effective Schools Movement.

Henniger (1986-87) describes the Education Week program in Washington State which brings outstanding juniors and seniors to universities to encourage them to enter the teaching profession. The program brings students to campus for a week-long program which acquaints them with major issues in education and provides time for discussion,

interaction and creative expression. Willard and Gordon (1986-87) discuss the Auburn University at Montgomery plan for increasing college of education enrollment at the graduate and undergraduate levels. The program includes offering a college credit course, Introduction to Professional Education, to selected high school seniors who were academicallly capable (minimum ACT score of 18). Junior college recruitment efforts centered around reducing cost, obstacles and "red-tape" involved in transferring to the University. They also provide counselors to disseminate information on the College and on procedures and requirments for meeting state mandated college of education entrance requirements. College of Education recruitment material are also disseminated to students currently enrolled at AUM. At the graduate level efforts focus on current teachers. Cooperating teachers in the local school system are offered graduate credit as a reduced fee for enrollment in a course on supervision of teachers. The First Year Teacher Project supports beginning teachers in the greater AUM area. The graduate level course provides on-site assistance as well as information on teaching techniques and related instructional activities. The broad focus of the AUM plan addresses issues of recruitment, increasing college of education

enrollments,and retention within the profession. Dartmouth and George Mason are also offering incentives and special programs to college graduates to facilitate the certification of prospective school teachers (On Campus, 1986). Dartmouth College's program offers liberal arts graduates a tuition-free term of education courses and practice teaching. George Mason University offers nine area professionals with science backgrounds, education classes and student teaching leading to certification.

Reed (1986) describes a minority (Black) recruitment program at Virginia Commonwealth University which focuses on recruiting from the community college system. It also features mentoring relationships between "recruits" and College of Education faculty. Through the mentoring concepts students are assisted with enrollment and financial aid arrangements. Their progress and adjustment is monitored and academic support to facilitate passing through the system of competency "screens" is provided.

Hawley (1986) suggests that changes in the profession are needed in order to recruit and retain quality personnel. He advocates educational reforms which would make teaching more attractive in terms of intrensic and extrinsic rewards (pay, working conditions, professional power). Other ideas

for increasing the ranks of qualified educators are presented in the Kappan (1986) which devoted a special section to the teacher shortage and in Action in Teacher Education (1986-87) which is devoted to recruiting and inducting quality personnel for schools and includes annotated bibliographies.

EDUCATORS 2000 - A UNIQUE APPROACH

In New Orleans a cooperative effort between several local universities the Orleans Parish Public Schools and the Urban League was initiated in the Fall of 1986 to focus on the recruitment of students into education careers. These organizations shared concerns regarding the pacity of minority students entering education in the 1980s and the aversive consequences of this decline in Black teachers for urban systems such as the New Orleans Public Schools which is currently more than 90% Black. The impetus for developing the program was an Urban League sponsored forum for the discussion of educational issues. This series of meetings was attended by local school administrators, teachers, counselors, college of education representatives, and selected community leaders. Minority teacher recruitment was one of the issues identified at this forum

as an immediate priority. Educators 2000, a joint effort between the schools, colleges and the Urban League, was an outgrowth of this intiative. Educators 2000 targets inner-city, minority junior high or middle school youngsters with an interest in teaching or other education careers. The students' interests are reinforced as they progress through school by relevant information and experiences provided by their school-based club and the cooperating college of education. Though Educators 2000 clubs may be aimed at any or all population subgroups, in New Orleans low income minority students are the primary targets. It is important for the future that the teaching force include individuals from all socioeconomic and ethnic groups. Such a teaching force would mirror the pluralistic nature of the country and provide highly credible role-models for a student body which is expected to include increasing proportions of minority and poor children.

EDUCATORS 2000

Rationale and Goals

The Educators 2000 program is unique among teacher recruitment efforts in several respects. This recruitment effort involves a cooperative broad-base of shared

responsibilities between schools, colleges, and the Urban League. The program features early recruitment of students focusing on the junior high or middle school level and providing continued encouragement and involvement through college graduation and placement. The program is accordingly an ongoing process extending over a period of up to ten years. Eduacators 2000 is designed to have a broader impact than traditional recruitment program. Benefits to the profession, colleges of education, individual students, and the affiliated school system can be expected to accrue. Finally, the program is not an isolation effort of a single university or college of education. As part of the larger cooperative effort involving the school system, several universities and the Urban League, Educators 2000 has the potential for greater stability and incorporation as an ongoing program.

The goals of the clubs impact not only students, but also teachers, the community, and colleges of education. A primary goal of Educators 2000 is to encourage youngsters to view the range of education careers as viable and rewarding vocational choices. Other goals include improving the general perception of teaching and education, encouraging racial and economic diversity among future educators, and

providing a more experienced and stable teaching staff. (See Table 3).

Place Table 3 about here

When fully developed the program will begin at the junior high/middle school level and extend through the pre-professional years to initial professional employment. The students involved in Educators 2000 receive the benefits of career information, job experience, career models, encouragement, and support for their academic endeavors. School systems benefit from an in-house procedure for attracting, developing and inducting qualified students into the professional ranks. Teacher-aide arrangements offer system administrators an opportunity for extensive pre-hiring observation and evaluation. The system's pupils benefits from the presence of the Educators 2000 teacher-aide in the classrooms and from hiring of the more experienced "beginning" teachers produced by the organizations.

Colleges of education involved in Educators 2000 increase their visibility within the community, provide

services to the school system and teaching profession and have the opportunity to recruit talented youngsters into their training programs.

Educators 2000 rests upon the premise that in order for education to attract and retain capable personnel, it must be seen as an attractive and viable career option. The development of this perception entails altering the current rather pervasive negative images that are associated with teaching and education. Countering low status, minimal reward, high stress and limited mobility perceptions of teaching among potential educators and their parents is an initial and critical step in the teacher recruitment process. Educators 2000 projects and publicity generated by these activities can be used to focus public awareness on the exciting and positive aspects of the educational enterprise. Project participants and activities can focus the attention of peers, parents and the media on the value of education and on the rewards and realities of teaching. Teachers' morale will be enhanced through increased public recognition of their vital role and outstanding accomplishments.

A second major premise of the Educators 2000 Project is that interest in teaching must receive early reinforcement

and continuous nuturance. The project capitalizes on the career selection process proposed by Ginzberg, Ginsburg, Axelrad and Herma (1951). The initial stage (fantasy) centers around those occupations which children experience directly (teacher, doctor, beautician) and vicariously through media (astronaut, superman, cowboy) and is based on stereotypes with little attention to the reality of the aspiration. In later stages opportunities, stereotypes and experiences interact with interests to influence career goals and tenative career exploration efforts. As knowledge of professions (requirements, responsibilities, training), of self (abilities, interests, needs), and of the environment (opportunities, rewards, limitations) increase, career plans become increasingly realistic. Ideal career decisions represent the individual's best "compromise" between self and enviromental factors. The Education 2000 Project takes advantage of early experiences with education professions and builds upon this experience base with experience and information. It fosters postive accurate occupational stereotypes, provides meaningful involvement in age-appropriate opportunities professional activities (tutoring, teacher-aiding), and expands career knowledge and self-awareness. Support to the Educators 2000 model of

pre-secondary recruitment is found in Kortokrax-Clark (1986-87) who cites Keigel and Williams' (1985) belief that we must begin to identify and recruit minority teacher education prospects in the sixth and seventh grades. They suggest this early intervention is important to steer them into college preparatory programs and to provide academic support for those who are educationally disadvantaged in order to increase their probability of success. In addition we believe this early intervention reaches students when they are most likely to be receptive to information and career selection influences.

Career development efforts aimed at the junior high or middle school minority youngster provide much needed career information and stimulate educational planning and career aspirations. Such early, action oriented career development efforts are especially important in school system with high drop-out rates. Educators 2000 attempts to encourage exposure and positive attitudes toward a variety of education careers before negative stereotypes and disinterest result in rejection of these careers and further education. Since negative attitudes and behaviors which lead to dropping out develop before or early during high school, early intervention is critical. In a state such as

Louisiana, which has the highest drop-out rate in country, many talented youngster are lost to education and professional careers by high school.

Organization and Activities

Educators 2000 clubs are school- based organizations with faculty sponsors (counselors and/or teachers) and a cooperating college of education. The clubs are organized and run by interested schools who maintains responsibility for member activities and recruitment. A college of education may select an Educators 2000 Club or a sponsoring school may request a particular College of Education as a working partner. The role the college plays is individually negotiated with the club sponsors and school principal. Individual schools decide the particular focus of their clubs and may select from a range of suggested activities (Tables 4-6) or they may develop their own, thus providing opportunity for individuality and uniqueness in programming at the school level.

Place Tables 4-6 about here

Ideally, program participants will become involved in Educators 2000 at the junior high or middle school level and will continue their involvement through high school and college. A chain of experiences over this extensive time period will facilitate induction into and commitment to the teaching profession upon entrance to and graduation from college.

At the junior high/middle school level the focus will be on developing and fostering interest in education careers through career information and involvement in age appropriate activities, such as tutoring and helping teachers. In the senior high schools, increasingly sophisticated knowledge of teaching and related professions, training requirements, and education job prospects will be provided. Analysis of individual interests, aptitudes, and needs as well provision of career information will form the basis for Education 2000 members' career development, educational planning and decision making. High school students could continue involvement in tutoring; enhance basic tutoring/teaching skills; and partiticipate in special college level or transitional courses in local colleges of education.

At the college level, students participating in Educators 2000 projects might be assisted in their admissions process and in securing financial aid. College credit might be offered for participation in special transitional summer courses completed prior to the freshman year. As college students, Educators 2000 participants could be granted permission to enroll in selected education courses during their freshman and sophomore years to maintain and consolidate their interest in education. Efforts might be made to assist advanced students in securing career relevant work/volunteer experiences such as teacher aids and interns in the public school systems. Assistance in meeting pre-training entrance requirements (such as minimum G.P.A. and N.T.E. scores) might also be provided. Finally, upon graduation and certification, these students would be encouraged to apply for jobs in the school systems where they have been observed and evaluated in conjunction with the numerous classroom experiences incorporated into their academic training and involvement in the Educators 2000 Project. Educators 2000 organizations encourage involvement, learning and commitment to education professions.

Table 1 Progressive Changes in Teacher Demand 1973-1992.

Base Level	Comparison Periods		
1973-77	1978-82	1983-87	1988-92
875,000	-228,000	+777,000	+924,000

Note. Comparison period data show the increase (+) or decreased (-) in the number of teaching positions using the 1973-77 level as the basic for comparison (Plisko, 1984).

Table 2 Racial Analysis of the Pass Rate for the National Teachers Examination 1982-1984

	PASS RATES BY GROUP		
NTE AREAS	WHITE	HISPANIC	BLACK
General Knowledge	93%	74%	39%
Professional Knowledge	94%	76%	52%
Communication Skills	94%	74%	48%

Note. Pass rates are for examination taken between 1982-1984 (Zigli, 1985).

Table 3 Goals of Educators 2000 by Group

Groups	Goals
STUDENTS	1. To increase awareness and appreciation careers and opportunities in education. 2. To stimulate interest and tentative commitment to education careers. 3. To develop interest in and understanding of teaching and related professions. 4. To facilitate entrance into the profession by providing options, experience formal training and financial support during pre-professional years.
TEACHERS	1. To improve teacher morale and status within the school and community. 2. To provide a mechanism to teachers to advocate and recruit for their profession 3. To provide supportive services to educators.
COMMUNITY	1. To improve the image of education and educators 2. To increase public knowledge of the professions 3. To encourage broad-based support of education and teacher training 4. To increase awareness of teacher shortages and the importance of minority teachers.
COLLEGES of EDUCATION	1. To attract students from diverse backgrounds necessary to ensure ethnic and socioeconomic diversity. 2. To encourage the level of commitment to education that will result in greater job stability and satisfaction. 3. To provide an ongoing practical base which will result in better trained teachers and more data for teacher selection.

Table 4 School-Level Educators 2000 Club Activities

Teacher of the Month - Members select a teacher to honor. Could include school or city newspaper article, bulletin board, etc.

"Teachers Speak" - Club members interview and print remarks of selected teachers about rewards of teching and ideas for students to consider.

Peer or Cross-age Tutoring - Club members assist teachers at their level of below as peer tutors on a formal ongoing basis with selected students.

Assist a Teacher - Club members are assigned to help a specific teacher (mentor) for a given period of time. They can grade papers, make materials or assist with instruction, as with perparation & planning of instruction as requested.

Assist a School Administrator or Counselor - Club members are assigned to assist a school non-teaching professional e specific time period. These professional expose students to on job requirements and duties and serve as models.

Education Week - Club members support careers in teaching through dissemination of information on teaching, recognition of selected teachers, and other activities.

Providing Scholarships - Club members could work to raise funds to offer a variety of awards to educators and/or college bound Educators 2000 members.

Table 5 College of Education Activities for Educators 2000 Clubs

Providing club with faculty to share their expertise in tutor and teaching methods, selecting a career, employment trends in education, planning for a career in education, and related content areas.
Providing support (e.g. facilities, refreshments, speakers) for Educators 2000 programs such as conferences, workshops, initiation programs, and award ceremonies.
Providing supervision and placement of college level Educators 2000 members in suplemental in-school preprofessional experience which may generate funds and/or university credits.
Involving students as assistants or participants in ongoing college programs and services such as summer tutoring and athletic workshops.
Providing special "pre-major" courses for Educators 2000 members (college freshmen) sophomores and/or high school seniors.
Soliciting internal and external funds for scholarships

Table 6 Educators 2000 Related School System Activities

Providing placements for Educators 2000 college students in classrooms intially as observers and later as paid teacher aids.
Utilizing data collected concerning the skills of individual Educators 2000 members during various phases of classroom services to screen them for employment within the system.
Organizaing annual city-wide Educators 2000 conferences.
Encouraging the participation and support of member schools.
Providing recognition, support and publicity for participating schools, students and sponsors of Educators 2000.
Designating portions of available scholarship funds to Educators 2000 members or others entering colleges of education.

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